

**2020-2021 MEASURE N BUDGET**School: **ASPIRE LIONEL WILSON COLLEGE  
PREPARATORY ACADEMY**

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
<b>Measure N</b>	\$143,850.00	\$143,850.00	\$0.00

<b>BUDGET ACTION NUMBER</b>	<b>BUDGET JUSTIFICATION</b>	<b>COST</b>	<b>OBJECT CODE</b>	<b>OBJECT CODE DESCRIPTION</b>	<b>POSITION TITLE</b>	<b>FTE</b>	<b>WHOLE SCHOOL / PATHWAY NAME</b>
1	Fund 1 Project Lead the Way Teacher - Salary -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	\$78,000.00	1110		Engineering teacher	1.00	
2	Fund 1 Project Lead the Way Teacher - Benefits -We want to fund a teacher is dedicated to teaching our aligned pathway course and who is certified to teach the aligned PLTW courses we are offering -Our PLTW courses are the core engineering courses for the pathway	\$22,000.00	3000				
3	Hire linked learning consultant to support the following:  -Our consultant supports us with aligning our program and connecting us to resources as needed -She recommends trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff supports who are supporting pathway buildout	\$10,000.00	5802				
4	Project Lead The Way Training -both Principles of Engineering and Civil Engineering and Architecture -As we build out our pathway, these trainings ensure our teachers are implementing the engineering programs with fidelity -these trainings also allow our teachers to build a network of teachers to collaborate with	\$4,800.00	5201				
5	Project Lead The Way Program Fee -represents an increase from last year; PLTW increased participation fees across the board for 20-21 -allows access to all online PLTW materials and ongoing teacher support	\$3,200.00	5809				
6	Project Lead the Way Course Materials -Each PLTW engineering course requires specific materials to ensure curriculum implementation fidelity -PLTW provides materials packages aligned to each course that schools are able to purchase directly	\$25,850.00	4301				

**School: ASPIRE LIONEL WILSON COLLEGE PREPARATORY ACADEMY**

### School Description

Lionel Wilson College Preparatory Academy is a 6th -12th grade charter school serving 467 students in East Oakland. It is located at 400 105th Ave and is part of the Aspire Public Schools charter network. As a College for Certain school, all students are required to meet A-G requirements and be accepted to a four-year university in order to graduate. Having consistently gotten all graduating seniors admitted to four-year universities for over five years, Wilson Prep is in the midst of shifting focus toward making sure that students are prepared to succeed in college and that they are well positioned for meaningful careers, whether those careers involve four-year university, community college, technical training, or other post-secondary options.

### School Mission and Vision

Our school mission statement describes the way we intend to work together and reads: At Wilson Prep, we define our personal paths. We engage deeply in the world around us in a way that is personally meaningful, joyful, and real. We collaborate, communicate, problem solve, and critically think through rigorous learning experiences. We challenge ourselves to realize our full potential so that we can experience all that life has to offer and to become responsible members of our community. We all work tenaciously together to become transformational agents of change in our own lives, our families, and our diverse communities.

The Aspire Bay Area vision statement articulates our ambitious goal: All students should thrive and graduate critically literate and free to choose their college, career, and life pathway.

### School Demographics

Special Populations	% Male	% Female	% Oakland Residents	% LCFF	% English Learners	% LTEL	% SPED RSP	% SPED Mild-Moderate	% SPED Severe
	52.0%	48.0%	94.0%	89.9%	29.0%	13.30%	n/a	12.5%	0.1%
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial	Newcomers
	4.4% (23)	n/a	(2) 0.04%	93.9% (493)	n/a	0.6% (3)	0.0%	n/a	0.0%
Target Student Population	Which student population will you focus on in order to reduce disparities?					EL Students			

### SCHOOL PERFORMANCE GOALS AND INDICATORS

Whole School Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)
Four-Year Cohort Graduation Rate	92.3%	Not Available	95.0%				
Four-Year Cohort Dropout Rate	4.0%	Not Available	3.50%				
A-G Completion	91.7%	Not Available	96%				
On Track to Graduate- 9th Grade	76%	Not Available	90%				
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%				
Percentage of students who have passed dual enrollment courses with a C- or better	95%	EOY	95%				
Percentage of students in Linked Learning pathways	100%	100%	100%				
Target Student Population Indicator	18-19 Baseline Data	19-20 Data	20-21 Goal	20-21 Data	21-22 Goal	21-22 Data	22-23 Goal (3-Year Goal)

Four-Year Cohort Graduation Rate	90.9%	Not Available	95%				
Four-Year Cohort Dropout Rate	0.90%	Not Available	1%				
A-G Completion	70%	Not Available	80%				
On Track to Graduate - 9th Grade	67%	Not Available	75%				
Percentage of students who participated in at least 1 Work-Based Learning activity	100%	100%	100%				
Percentage of students who have passed dual enrollment courses with a C- or better	92%	EOY	95%				
Percentage of students in Linked Learning pathways	100%	EOY	100%				

### ROOT CAUSE ANALYSIS

<i>Indicator</i>	<i>Strengths</i>	<i><b>Highest Leverage Challenge</b> What is the challenge that, if dissolved, would result in elimination, or substantial reduction, in disparities within the indicator identified?</i>	<i><b>Root Cause Analysis</b> What is the deepest underlying cause, or causes that, if dissolved, would result in elimination, or substantial reduction, of the challenge?</i>
Four-Year Cohort Graduation Rate	Our graduation rate increased from roughly around 74% to 92% with the redesign of differentiated advising structures centered around student 4 year matriculation plans. 18-19 SY was also the year we were recognized for having so many of our graduating seniors completing all A-G requirements.	The overwhelming majority of our LTELs are achieving GPAs below that of their Reclassified or English only peers and are overrepresented in the number of Ds and Fs given in courses. 55/78 (71 %) of LTELs have at least 1 failing grade, compared with 203/430 (47%) of non-LTEL ELs + non-ELs	The root cause is that we have not prioritized developing a research based approach to supporting these learners and developing our teacher's capacity. Our Tier 1 instruction does not regularly include EL supports and we do not have designated ELD instruction. Our teachers have an incredibly strong will to learn how to support our ELs but teachers and our organization lack the skill

Four-Year Cohort Dropout Rate	<p>The dropout rate has diminished from what it used to be. One of the major factors is the involvement of Cyber High in the school work load. The counseling office also has an open door policy at lunch and many students who are off-track often come to seek services. Our school has also increased the number of engaging and diverse pathway courses which have engaged some of our students who typically were not interested in traditional courses. Our Robotics, Engineering, and Environmental sustainability courses have allowed students to get hands on career based learning opportunities that have made them excited to come to school and engage.</p>	<p>Our dropout rate is low at 4%. However, the students who do drop out have predicatable behaviors and experiences that need to better plan for and support. We currently have a 5.4% chronic absenteeism rate. While this is down from 10% two years ago, these students are less likely to graduate on time and more likely not to return to school. Also, there have been 557 incidents of eloping this school year that mostly attributed to a group male LTELs who are not accessing content or supports.</p>	<p>A possible root cause is that our college for certain mantra doesn't resonate with all students. We have been so focused on college as a destination, that we don't help students understand the process or that the end-goal is actually a meaningful career.</p>
A-G Completion	<p>Starting with 9th grade, we have focused on creating a student schedule that prioritizes as many opportunities to complete A-G courses. This is aided in the development of 4 year college and career plans, which allow students to identify their end goal and backwards map their high school path to get there. Students in 9th grade begin thinking about future college and career options in order to make their high school track feel more purposeful. Students also have a chance to engage with counselors in full capacity during senior year in various ways across various mediums. This allows more hands on and 1:1 help in the classroom This a priviledge not afforded at many other schools.</p>	<p>There is disproportionate number of ELs not completing A-G when compared against their English only/RFEPd peers. 70% of our EL classified students complete A-G as compared to 91.7% of their non EL Peers.</p>	<p>The root cause is that we have not prioritized developing a research based approach to supporting these learners and developing our teacher's capacity. Our Tier 1 instruction does not regularly include EL supports and we do not have designated ELD instruction. Our teachers have an incredibly strong will to learn how to support our ELs but teachers and our organization lack the skill</p>

On Track to Graduate - 9th Grade	Students who or are not in compliance by the end of 9th grade year have a chance to make up necessary course work and get back on track due to the various courses we offer	Our students who are off-track in 9th grade, fall behind without adequate opportunity to both develop skill and make up credit. This prevents students from being on track for A-G completion and from actually developing the skills to be college and career ready.	One possible root cause is that we don't have a cohesive college advising and career exploration program that starts in 9th grade (or earlier). Students in 9th and 10th have limited counselor contact to understand the the implications of A-G, what and how to get back on track, and what is at stake. A better understanding of where a student will go and what they will do after graduation will help them to stay focused and leverage resources along the way.
Percentage of students who participated in at least 1 Work-Based Learning activity	<p>9th graders are automatically enrolled in Design 1 and have the option to progress through this program throughout their high school career. Students are often provided with internship opportunities which have been spiking interest recently. One of our most popular programs this year was the ACE Mentor Program which accepted 6 of our juniors.</p> <p>All of our students have participated in some combination of talking to guest speakers about careers, researching job opportunities, or preparing resumes and interview questions.</p>	<u>All</u> students cannot consistently talk about careers they are interested in or the experiences/skills/education they need to pursue those careers.	One root cause is that our tier 1 program has not prioritized the intentional embedding of work-based learning activities in an effort to improve the foundations of the pathway that were not in place. There isn't a clear and predictable structure for experiences happen when and how students should reflect on these experiences ongoing.
Percentage of students who have passed dual enrollment courses with a C- or better	<p>Students who are taking courses on our campus with professors are passing at a rate of 95-100%.</p> <p>The 19/20 SY has seen an increase in the number of students taking courses on and off campus in our concurrent and dual enrollment courses.</p>	Our highest leverage challenge is supporting our students to bridge the difference in expectations and support in college class vs a high school class.	One possible root cause is that we do not have a clear support structure in place that clearly communicates expectations, provides organizational support, offers extra academic help, and supports our students to communicate and advocate with their professors.

Percentage of students in Linked Learning pathways	We have developed a sequence of Project Lead the Way Engineering courses that all students take starting in 9th grade. These courses make-up the core learning experiences in the pathway.	Our highest leverage challenge is developing alignment across all content areas and supporting teachers to integrate the core engineering takeaways into all academic experiences students engage with.	One possible root cause is that the pathway work has been made to fit within our school vision and mission. Our vision and mission have not been centered around this work which has been a significant barrier in improving the quality of our program.
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## PATHWAY QUALITY ASSESSMENT

<a href="#">Using the Measure N Self Assessment Rubric, assess the following:</a>	Evidence of Strengths	Areas For Growth	Next Steps
<b>Rigorous Academics</b> (pages 3, 4, 5 of rubric)	Communication and Collaboration is competency in our Graduate Profile. Grade level teams worked together to both develop and celebrate this competency in individual classes as well as cross-curricular projects. Teacher teams used vetted rubrics to align feedback and consistently support students with how to develop communication and collaboration skills. All of our 9th graders recieved a rating for each competency in their Spring Student Led Conferences. 9th grade teachers collaborted to assess student development and provided this feedback to support development and growth. We will be able to track this data over time to look for trends and adjust course as needed.	We need to better align our integrated core classes with the rest of our A-G classes to esnure regular alignment to the pathway theme as well as the production of products and services.	<p>Develop new vision and core value with school community grounded in the graduate profile</p> <p>Embed graduate profile reflection and feedback into all grade levels</p> <p>Embed Design Thinking Process into all content areas</p> <p>Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning</p> <p>Provide stipends for staff to support development</p> <p>Small group intervention and shadow classes for ELA and Math embedded in master schedule.</p>

<p style="text-align: center;"><b>CTE</b> (pages 3,4,5 of rubric)</p>	<p>We have had much success with our Project Lead the Way integrated core engineering classes. Our engineering teachers delivered daily instruction aligned to CTE standards and offered hands-on learning experiences requiring students to consistently apply both the engineering design process and technical skills they were learning to identify solutions to various problems.</p>	<p>We need to provide more opportunities for sharing best practices as it relates to pathway integration. This year, we embedded two 90 minute PD sessions per month to collaboratively plan pathway aligned exhibitions. However, this was not enough time to allow for integration in daily course work. We received feedback that our staff was more aware that an engineering pathway existed but in general struggled to communicate how that means for their specific content. We need to build in weekly time for content and grade level teams to collaborate on integration and share takeaways from pathway learning opportunities teachers participate in outside of school.</p> <p>We also need to integrate our pathway development work into all development that takes place. This should happen during department meetings, grade level meetings, admin meetings, student council, etc.. Our professional development, team, and family meeting scope and sequence did not reflect pathway work throughout the year and thus was not fully integrated. We also need to regularly leverage industry partners in strategic planning, teacher level planning, and in daily interactions with students.</p>	<p>Adjust master schedule to allow for weekly collaboration time in addition to professional development</p> <p>Schedule school visits for content teams</p> <p>Participate in professional development for PBL and aligning content courses to A-G</p> <p>Develop branding and program marketing, use Silver Certification language and visuals</p> <p>Provide stipends for staff to support development</p>
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<p><b>WBL</b> (page 6 of rubric)</p>	<p>We developed a more cohesive work-based learning plan in collaboration with outside partners and our industry advisory board. Our students engaged in:</p> <ul style="list-style-type: none"> <li>-resume development (10th and 12th)</li> <li>-career panels of engineers and other professionals (9th-12th)</li> <li>-career research (9th and 12th)</li> <li>-feedback from industry professionals (9th - 11th)</li> <li>-informational interviews (9th and 12th)</li> <li>-job site visits (11th)</li> </ul> <p>Many of these opportunities were designed and implemented in collaboration with these outside partners. For example, our industry advisory board designed the informational interview process.</p>	<p>While we offered significantly more WBL opportunities this year, we received feedback that not enough students could articulate the type of career they wanted to pursue when asked questions during our site visit in the fall. This is because our WBL continuum is not as clear and sequential as it needs to be. We need to reflect on what we have offered, identify what is missing, and create a clear and cohesive continuum that leverages our partners while prioritizing this work at various points throughout the academic trajectory of our students.</p>	<p>Update WBL continuum in collaboration with BUILD and Advisory Board</p> <p>Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning</p> <p>Stipend leads to embed WBL into grade level academic experiences</p> <p>Partner with Engineering companies in the bay area</p> <p>Grade level trips to college engineering programs + aligned business</p>
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<p><b>Comprehensive Student Supports</b> (page 7 of rubric)</p>	<p>Our Academic and career counseling team has historically done a great job of developing 4-year completion plans for all high school students while regularly meeting with students and adjusting these plans ongoing. This year, we have started to strategically career plans with our seniors in collaboration with our outside partner, BUILD. We are looking forward to starting career plans in 9th grade and having regular reflections with students to update their career plans based on the WBL experiences they engage with throughout high school.</p> <p>We have started meeting regularly in grade level teams to provide targetted support for students. Teaachers review academic, behavior, and anecdotal data to identify next steps and collaborate on best practices to support different students with differnet needs.</p> <p>We have also embedded some addittional math and ELA/Reading support classes for 9th and on 10th graders in the daily schedule. Students were identified for these courses based on grades and test data and we plan to scale these courses out for all grades levels going into next school year.</p>	<p>We need to do a lot of work to support our ELs. Data shows that our ELs have signiicant academic gaps compared to other student groups. We have not had professgional learning opportunities for our staff to learn how to best support ELs. We will do not have programming that targets language development. This will be a focus area for our orgnization over the next 3-year cycle.</p> <p>We also need to do a better job of engaging families and welcome them into the school community; both to plan to meet the needs of our students but also just to be more present in the day-to-day workings of the school.</p>	<p>Emebd ELD into mater schedule</p> <p>Train and coach teachers on Tier 1 EL supports through EL Achieves</p> <p>Develop school wide Academic literacy class to support reading development</p> <p>EL specific job site visits</p>
<p><b>Pathway Student Outcomes</b> (page 2 of rubric)</p>	<p>All of our high school students are enrolled in our pathway and core engineering courses. All students also have access to engineering aligned electives and parcipate in WBL activities through the 9th - 12th experience.</p>	<p>We need to develop and implement an 8th grade bridge/orientation program that supports students to both transition into high school as well as understand the Engineering Pathway Program.</p> <p>As referenced above, more strategic supports for EL students will support them to be able to access more academic content and be more confident and prepared to egage in WBL experiences outside of school.</p>	<p>Develop 9th grade orientation progam that introduces to design thinking process, grudate profile, and engineering core sequenc</p>

Pathway Strategic Goals	
<i>Pathway Quality Strategic 3 Year Goal</i>	What evidence will you look for to know you are successful?
Implement comprehensive Work-Based Learning sequence for all 9-12 students	<ul style="list-style-type: none"> <li>• 100% of 9- 12 students participate in career awareness activities</li> <li>• 100% of 9- 12 students participate in career exploration activities</li> <li>• 100% of 10 - 12 students participate in career preparation activities</li> <li>• 50% of 11, 100% of 12 participate in internships/apprenticeships, paid or unpaid</li> </ul>
Support teachers to Integrate all academic and technical coursework in all grades levels	<ul style="list-style-type: none"> <li>• 9-12 portfolio of engineering challenges and solutions, collection of artifacts and learnings from engineering experiences</li> <li>• Teacher Unit plans so alignment to engineering, design process, and graduate profile characteristics</li> </ul>
Adjust pathway courses in order to provide cross-curricular academic experiences that reflect the processes and products of industry professionals and align to social change	<p>PLTW engineering courses and pathway courses connect around Social Change Problems.</p> <ul style="list-style-type: none"> <li>- 100% of 9th graders explore and identify a social problem they plan on tackling over the course of the pathway and identify initial possible solutions using skills from 9th grade courses.</li> <li>- 100% of 10th graders apply skills and knowledge from courses to adjust and design solution to problem and develop a prototype.</li> <li>- 100% of 11th graders apply skills and knowledge from courses to adjust and modify prototype design</li> <li>- 100% of 12th graders apply skills and knowledge from courses to finalize prototype and complete capstone.</li> </ul>
Strategic Actions	
<i>Strategic Actions</i> <i>What are the 3-5 key strategic actions for enabling conditions to support high quality pathway development for the whole school?</i>	What evidence will you look for to know you are successful?
Develop 9th grade orientation program that introduces to design thinking process, graduate profile, and engineering core sequence	<ul style="list-style-type: none"> <li>-100% attendance at orientation or make-up, student led from current engineering students</li> <li>-students using the grad profile language</li> <li>-students being able to explain the sequence</li> <li>-parent involvement</li> </ul>
Develop 9-12 WBL/Engineering portfolio structure to capture experiences and document learning	<ul style="list-style-type: none"> <li>-multiple staff members engaging with and supporting planning of WBL experiences, grade level leads infusing this work into grade levels</li> <li>-career portfolios in all grade levels, informed ongoing from career experiences</li> <li>-more professionals visiting our school</li> </ul>
Plan and implement grade level trips to college engineering programs + aligned business	<ul style="list-style-type: none"> <li>-all grade levels have a partner firm or organization that specializes in engineering or architecture work</li> <li>-job site visit w/ ongoing visits from members of these organizations to support with teachers and in classrooms</li> <li>-aligned college visit to engineering or architecture school</li> </ul>
Participate in professional development for PBL and aligning content courses to A-G	<ul style="list-style-type: none"> <li>-all department leads and grade level leads participate</li> <li>-weekly team meetings are informed by new learning</li> <li>-end-of-year exhibitions are cross-curricular with engineering theme woven in, engineering aligned products and processes are embedded</li> </ul>

Schedule School Visits for Content Teachers	-100% teacher participation -teachers able to take learnings from other sites to inform planning, classroom teaching, and team collaboration					
Budget Expenditures						
2020-2021 Budget						
<b>Budget Justification:</b> One to two sentences that provides the following information: - What the specific expenditure, vendor, or service is? - How the specific expenditure, vendor, or service provided is aligned to pathway development? - What need this specific expenditure or service addresses?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION TITLE	FTE	PATHWAY NAME (if applicable)
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Hire linked learning consultant to support the following:  -Our consultant supports us with aligning our program and connecting us to resources as needed -She recommends trainings and resources, connects us with other schools, supports our WBL rollout, and provides guidance to teachers and staff supports who are supporting pathway buildout	\$10,000.00	5802				
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## Measure N 2020-2021 Education Improvement Plan Assessment

### Aspire Lionel Wilson College Preparatory Academy

#### Checklist of Required Elements:

- ☒ Submitted Measure N Education Improvement Plan
- ☒ Submitted Measure N Budget
- ☒ Silver Certification Status

#### Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?

(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect the quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
<b>Evidence of Comprehensive Pathway Program (<a href="#">Measure N Self Assessment</a>)</b> <ul style="list-style-type: none"><li>• Rigorous Academics Integrated in Pathway</li><li>• Integrated Students Supports</li><li>• Work Based Learning</li><li>• Industry Theme and CTE Sequence</li></ul>	<b>Score: 3</b> <b>Rationale:</b> <ul style="list-style-type: none"><li>• There is evidence of key pillars of Linked Learning pathways</li><li>• Theme of engineering is consistent</li><li>• School has demonstrated clear next steps to deepen alignment between Linked Learning and school mission and vision</li></ul> <b>Feedback for continued progress monitoring:</b> <ul style="list-style-type: none"><li>• Continued support from Linked Learning consult will ensure team has the support to develop the full pillars and integrate them</li><li>• Collaborating with consultant to support the work of aligning Linked Learning and school mission to support the overall pathway development work being done</li></ul>			

#### Criteria 2: Quality of the Measure N Education Improvement Plan

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
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### Root Cause Analysis

*The school has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action*

- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators.
- Root Cause Analysis is a deep reflection of school site or pathway uncovering key issues that are impacting student achievement in each of the areas outlined.
- Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined

**Score: 3**

#### Rationale:

- School is reflective on disaggregated student outcomes and provides root causes for challenges that are named
- School has identified important challenges and clear root causes that if addressed would improve indicators

#### Feedback for continued progress monitoring:

- School should assess why students are failing or not doing well in courses, it would be important to understand what is causing this initially

### Pathway Quality Assessment

*The school has thoughtfully analyzed the development of each Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillars*

- Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the pillars
- Next steps that have been identified support the continuous quality improvement of the pathway(s)
- Self-assessment provides evidence such as concrete examples or references data
- Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies

**Score: 4**

#### Rationale:

- School has provided evidence of progress made this year that address previously provided feedback
- School has provided specific strategies that will be implemented next year to address areas of growth and build capacity to improve integration
- School has identified important next steps such as aligning school vision and master schedule shifts that could remove key barriers to pathway development
- Reflection demonstrates next steps that contribute to the integration of the pillars

### Strategic Goals

- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year
- Alignment between schoolwide goals and Measure N priorities is evident
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation
- The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N

**Score: 4**

#### Rationale:

- School has identified goals that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment
- The evidence identified is concrete
- Goals articulated will develop the key areas that have the largest areas of growth and could really improve the quality and fidelity of the pathway

### Strategic Actions

- Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and

**Score: 3**

#### Rationale:



<p>the integration of these pillars</p> <ul style="list-style-type: none"><li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar</li><li>• Strategies meet the goals, address the needs, are research-based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar</li><li>• Strategies are embedded in inquiry design so as to produce evidence of their enacting the theory of action and achieving the goals.</li><li>• Coherence is evident as a clear theory of action that bridges from their root cause analysis logically into their goals and strategies</li><li>• For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other</li></ul>	<ul style="list-style-type: none"><li>• School has identified strong initial action steps that prioritize the improvement and the quality of key areas of growth identified in the pathway quality assessment and align to the goals</li><li>• The evidence identified is concrete</li></ul> <p><b>Feedback for continued progress monitoring:</b></p> <ul style="list-style-type: none"><li>• Consider the specific next steps that would allow you to develop and implement</li></ul>
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Criteria 3: Alignment of Funding to Linked Learning Criteria, Permissible Expenses, and Measure N Plan				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p><b>Budget</b></p> <p><i>The school has thoughtfully allocated Measure N funds to support the continuous improvement of Linked Learning career academies.</i></p> <ul style="list-style-type: none"><li>• Expenditures clearly support of and come from the needs and logical through line that is evident in the Education Improvement Plan</li><li>• Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning</li><li>• Expenditures address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the goals of the plan and the purpose of Measure N</li><li>• Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available</li><li>• Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school</li><li>• Expenditures are necessary due to the existence of Linked Learning pathways at the school site</li></ul>	<p><b>Score: 4</b></p> <p><b>Rationale:</b></p> <ul style="list-style-type: none"><li>• Proper justification is provided that clearly articulates what Measure N dollars are funding and how it is aligned to pathway development</li><li>• Proposed Measure N budget are in support of and aligned with reflections and assessments and the goals outlined</li><li>• Proposed Measure N budget appears to be supplemental</li></ul>			



### Final Recommendation

#### Probationary, Planning & Piloting

*School is actively developing Linked Learning as is evidenced by the piloting of key elements of Linked Learning  
School is figuring out how to align Linked Learning to the school mission and vision*

*\*Measure N funding recommendations for probationary schools were presented and approved December 2019 by the Measure N Commission, and approved by OUSD Board of Education as part of the Probationary School process.*

#### Strengths:

- Strong pathway quality assessment
- School has clear understanding of important steps needed to align overall school to ensure pathway development work currently being developed can thrive

#### Key Questions:

- You highlighted the next step of developing a new vision and core value with the school community, what will you do differently this time around to create buy-in for Linked Learning and the pathway you are developing and implementing?

#### Next Steps:

What	Suggested Lead	Deliverable	Date
2020-21 Probationary School Check-In	Principal	Meeting with Measure N Staff	Early Fall 2020
2020-21 Probationary School Process <i>including but not limited to: Hiring of Pathway Consultant, Charter Management Organization meetings, Linked Learning Community of Practice, Fall Probationary School Site Visit, December Measure N Presentation</i>	Principal	Meeting Attendance Site Visit Presentation	Fall 2020
2020-21 Charter School Quarterly Expenditure Reports & Supporting Documentation	Principal/Business Manager	Quarterly Reports & Supporting Documents	Quarterly Dates to be provided